**Program Overview**
This degree is designed for elementary and secondary teachers or counselors seeking positions as school building administrators at some time in their careers (additional courses are required for district level certification). The degree provides students with extended research-based knowledge in areas such as leadership, school and community relations, school law, school finance, evaluation and supervision, standards-based curriculum, and special education for school administrators.

**Hybrid Format**
All but six hours of this program are offered in a hybrid format, which requires students to meet for just three or four Saturday class sessions per semester and allows for online completion of most coursework. The two non-hybrid courses (EDUC 500 and EDUC 505) are offered regularly on campus, while EDUC 500 is occasionally offered fully online.

**Information about Certification**
The degree in Educational Leadership DOES meet the criteria for professional teacher certification in the state of New York. The degree meets the course requirements for the School Building Leader certification in New York. Candidates are recommended for administrative certification when they have completed the program of studies for the MSED.

**Admission Requirements***
Admission to this degree program is based on:
1. Teaching or Counseling certification
2. K-12 school experience (three years)
3. Master's degree preferred for New York candidates
4. Official transcripts of all prior college work
5. 3.00 or better GPA
6. Interview
7. Writing sample
8. Two letters of recommendation (at least one from a principal or superintendent)

*State law requires SBU to collect immunization records from students taking 6 or more credit hours in any semester.

**Degree Requirements*** (30 credits)
- EDUC 500 Research Methods
- EDUC 505 Technology for Educators and Counselors
- EDL 515 Leadership for the Principalship
- EDL 522 School and Community Relationships
- EDL 523 School Law
- EDL 524 School Finance
- EDL 535 Evaluation and Supervision of Instructional and Other Staff
- EDL 542 Leading Effective Schools
- EDL 599A Practicum (1 credit)
- EDL 599B Internship (2 credits)
- EDL 599C Continuing Supervision (0 credits)
- EDUC 599K Culturally Diverse Experience (0 credits)
- EDUC 615 Using Data for School Improvement
- EDL Comprehensive Exam

*For course descriptions, go to www.sbu.edu/graduate and click on the Graduate Catalog link on the lower right.

**Internship Requirement**
Students must complete two competency-based field-experiences in K-12 settings, one in an elementary setting and the other in a secondary setting. The first field experience is the EDL 599A Practicum. The Practicum requires 200 clock hours during one semester. A student may begin the Practicum once the first two school building-level educational leadership courses are completed. The Practicum may be in either the elementary or secondary setting.

The second field experience is the EDL 599B Internship. It requires 400 clock hours during a different semester than the Practicum. A student may begin the Internship after completing three school building-level educational leadership courses. The Internship will be at the opposite school level as the Practicum. For example, if the Practicum was completed in an elementary setting, then the Internship will be in a secondary setting.

Students who are teaching in K-12 school settings may be eligible to complete their field experiences in their own schools. This should be discussed with the adviser early in the program so that appropriate arrangements can be coordinated. Students must complete at least six (6) course credits through St. Bonaventure University to be eligible for St. Bonaventure University field experience supervision.

**Exit Criteria**
In order to be awarded the degree in Educational Leadership, a student will be evaluated on the following exit criteria:
1. A cumulative GPA of at least 3.0
2. Successful completion of the practicum and internship
3. Submission of a satisfactory electronic portfolio showing professional growth and accomplishments during the coursework and field experiences
4. Successful completion of the comprehensive exam